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224), for we cannot explain the collisions by supposing that, as the atoms fall, the heavier atoms overtake and strike the lighter: in void (i. e. in a vacuum) all the atoms, whatever their weight, move at the same speed (225-242). The atoms, then, 'swerve', but only the least possible bit, not enough to force one to say that their movement is sideways (243-250).

(2') The freedom of the will is proof of the 'swerve' (251-293).

(a) The doctrine of the 'swerve' alone refutes the Stoic conception of fate and alone accounts for the manifest fact that the will of men and animals is free (251-262).

(β) That the will *is* free is shown by what happens when the starting-signal in the chariot-race has been given: only when the will has set in motion the proper atoms can the race horses start (263-271).

(γ) That the will *is* free is proved again by our power to check ourselves when some sudden force has set us moving (272-280), and by our power to change the direction of our motion, even to the extent of reversing that direction (281-283).

(δ) Summing up and (re)statement, applicable really to everything since 61: There are three sorts of motion of the atoms: (1) the normal, i. e. downward, due to their weight; (2) the 'swerve'; (3) the 'blows', the collisions, the result of the 'swerve' (284-293)<sup>27</sup>.

(i) The motion of the atoms is unchangeable (294-332).

(1) First Statement: The atoms were never more closely compacted (294) nor less closely compacted than they are to-day (295), for the sum total of matter is constant, neither increasing nor diminishing (296)<sup>28</sup>.

(2<sup>1</sup>) Inference from the First Statement: The movements<sup>29</sup> of the atoms (i. e. their creative processes) are the same to-day and always will be the same as they were in the past (297-299);

the atoms will always bring objects into being and to maturity exactly as they have in the past, subject to the laws of nature (300-302).

(3) Second Statement: The sum total of matter is constant (303: compare 296).

(4) Proofs of the Second Statement (304-307)<sup>30</sup>.

(1') There is no place *extra omne* to which anything can withdraw *ex omni*: hence the *omne* cannot lose any part of itself: it can not be diminished (304-305: compare 296).

(2') There is no place *extra omne* from which anything can force its way *in omne*: hence the *omne* cannot gain anything: it cannot be enlarged (306-307: compare 296)<sup>31</sup>.

(j) Another example of *occupatio* (see Note 14).

Explanation of the apparent (seeming) motionlessness of the universe, the *summa copia primordiorum* (308-332).

(1) Preliminary Statement: It is not strange that, though every atom is ceaselessly in motion, the universe as a whole seems stationary, completely at rest (308-311).

(2) Proofs (312-332):

(1') The atoms lie far beneath (beyond) our ken (312-313); hence their movements are even more inevitably beyond our vision, beyond our power of discernment (313-314).

(2') Even things which are within the power of our eyes to descry seem often, when viewed from a distance, to be stationary, though we know that they are in fact in violent motion—e. g. lambs moving swiftly in play, or martial hosts in warlike manoeuvres (315-332).

The point of the two illustrations which make the second proof (317-322, 323-332) is the same. In each case there are, we know, individual objects in violent motion; yet we fancy we see one mass, inert, stationary.

C. K.

(To be continued)

## REVIEW

A Latin Reader for the Second Year. By John C. Rolfe and Walter Dennison. Allyn and Bacon (1918). Pp. lii + 644 + 169.

Time was when this book in all probability would have been entitled A Complete Latin Reader, for it certainly provides abundant material for every imaginable requisite of the Second Year. The reading matter includes selections from simplified Roman History, Viri Romae, Nepos, The Argonauts, Caesar's Gallic and Civil Wars, and Aesop's Fables—a total of 218 pages, more than twice as much as the minimum College entrance requirement. The text is fully annotated. The Introduction contains a brief account of the life and

<sup>27</sup>Since Lucretius is definitely ascribing the freedom of the will to the 'swerve', and since, as he clearly says elsewhere, the collisions are due to the 'swerve', the words *plagas at* are wholly illogical in 285. To the movement of the atoms only two factors contribute: (1) their downward movement, due to their *pondera*, (2) the 'swerve'. From 225-250 it is clear that through their downward motion *per se* the atoms would accomplish nothing: no *res genitae* could come from *that* motion. The 'swerve' accounts at once for the *res genitae* (i. e. the creation and the recreation of the world) and for the freedom of the will.

<sup>28</sup>*nam* in 296 for a time troubled me; it seemed illogical and incorrect, since, I thought, this verse is logically part of Lucretius's dictum, and not in any way proof (or even illustration) of 293-294. The thought of 296, I felt, is brought in more logically at 303: proof of its truth is there adduced (304-307). But, later, I saw that *nam* is correct, since 296 *does* explain 294-295. The connection of ideas is this. If the total number of the atoms had ever increased, then the *copia materiai* might well have been *magis stipata* (294); had the total number of the atoms ever become smaller, then the *copia materiai* might well have been *maioribus intervallis*. See also Note 29.

<sup>29</sup>Had the *copia materiai* become *magis stipata*, the movements of the atoms might (would) have become slower; had the *copia materiai* become *maioribus intervallis*, the movements of the atoms might (would) have become swifter.

<sup>30</sup>See Note 28. What was, in 296, proof of 294-295 is now elevated to the dignity of an independent statement, for which proof is supplied.

<sup>31</sup>The vital part of 293-307, as most germane to the theme of Book 2, is that which has to do with the motion of the atoms. Mark the concluding words of the paragraph.

works of Nepos and Caesar, and an exposition of the art of war among the Romans. The Latin text is followed by a Latin Grammar, Exercises on Latin Composition, and Vocabularies. Interspersed are Hints to the Pupil with reference to translating from and into Latin, simple Word Groups, Figures of Rhetoric and Grammar, and Rules for the English Pronunciation of Greek and Latin Proper Names.

The general appearance of the book is neat without being showy; the colored plates, maps, and battle plans contribute to make its pages attractive. The illustrations are numerous and deserve to be especially commended for their clearness; some of them even approximate the quality of half tones.

The arrangement of the selections strikes one as rather peculiar. Why should the story of the Argonauts be placed between the Nepos and the Caesar? In view of the chronology of the Argonautic story and the simplicity of its Latin it would more naturally precede the Roman history. Aesop's Fables seem even more decidedly out of place in following the history of Caesar's wars. They belong first in the order of the selections.

The notes are printed below the Latin, a separate text being furnished for the pupil's use in the class-room. This is a labor-saving arrangement that is deservedly growing more popular every year. Conspicuous in the Notes is the constant reference to back pages for parallel constructions. This no doubt is highly pedagogical, but to the ordinary mortal it is also distinctly irritating; even the most conscientious students will soon grow weary of looking up references, which are often found to involve only the simplest constructions.

On page 306 Portus Itius is identified with Boulogne. It is hard to see how this position can be maintained in face of the strong argument that Mr. T. Rice Holmes makes in favor of Wissant (see his *Caesar's Conquest of Gaul*, 432-438; *Ancient Britain and the Invasions of Julius Caesar*, 552-595).

Exception must also be taken to the comment on Caesar B. G. 5.13 *Alterum vergit ad Hispaniam atque occidentem solem*, according to which Caesar made "the astonishing statement that Spain lay west of Britain". Caesar's geography was undoubtedly faulty, but it is hardly necessary to exaggerate his errors, as is done here and also in the map found on page 333. The editors would have us translate: "The second side faces toward Spain and the west", implying that Spain and the west lie in the same direction from Britain. But Caesar was thinking of the side, not as a whole, but in sections. The clause may be interpreted thus: "The second side (i. e. its southern point) inclines toward Spain and (farther north) toward the west". This, it seems to me, is supported (1) by Caesar's description of the first side in the preceding sentences where he speaks particularly of the *two angles*; (2) by the meaning of *vergit*, which is generally used by Caesar to denote merely 'inclining toward', 'trending toward'; and (3) by the use of *atque*, which does not bind Spain and the West as closely together as would be the case if either *et* or *-que* were used.

Again, at the end of the same chapter, Caesar's estimate of the coast line of Britain—2000 miles—is criticized by the statement that "as a matter of fact the coast line, following roughly its deep indentations, is about 4650 miles". Caesar, however, was not following its indentations, and his rough estimate was nearer the actual length of the general coast—2900 miles—than the editors' remark would lead one to infer.

All the grammar that is needed for the Second Year is found in the Grammatical Appendix. In the Syntax the illustrative sentences are drawn directly from the text, thus increasing the pupil's interest in them.

The rule for the Dative with Compounds, as stated in § 149, b, is a dangerous one, as many pupils get the impression that the *preposition itself governs the dative*. Such an impression would be confirmed by the note to *stipiti*, p. 38, l. 12. A correct application of the rule is given under *aris* at the bottom of the same page.

Another dangerous weapon to put into the hands of careless pupils is the Subjunctive of Attraction. The mentally lazy boy, when confronted with a puzzling subjunctive, is quick to take advantage of this delightfully indefinite explanation of the mood, instead of exhausting every other possibility of accounting for it. Unfortunately, of late, the exploitation of this subjunctive is spreading to editors. In the book before us there are fourteen references to the Subjunctive of Attraction; the majority of the subjunctives involved can be explained on other grounds.

The rule concerning Substantive Result Clauses (§ 261) is followed by two examples, of which the second is a substantive purpose clause. This error is repeated in four references besides (see 133, 2; 164, 5; 207, 2; 236, 13).

The Latin-English Vocabulary is noteworthy for its designation of English cognates by small capitals and for the mention of many modern names made familiar by the late War. In some instances, however, the meaning of words which are not found in the Vocabulary is omitted in giving the derivation, e. g. "adipiscor . . . [ad + apiscor]"; "consulo . . . [com-, cf. salio]"; "debilis . . . [de + habilis]"; "lanio [lanius]"; "macto . . . [mactus]"; "pistrinum . . . [pistor]"; "pullulo . . . [pullus]"; "situs . . . [sino]".

To those of us who can recall the difficulties under which we used to labor in driving Second Year pupils through the first four books of Caesar's *Gallic Wars* such a book as the Latin Reader affords especial delight. The simplified Roman History, Viri Romae, Nepos, and Argonauts pave the way admirably for the more difficult course in Caesar. The selections from the *Gallic War* include Caesar's expeditions to Britain, his description of the Druids and the Germans, and the climax of the war in the thrilling siege of Alesia—all of which were lacking in the old-fashioned School Caesar. The Civil War selection is also well chosen, in that it deals with a period not only critical in Caesar's career, but most important in Roman History, as it involved the change of government from a Republic to an Empire. Lastly, we may congratulate ourselves on the abundance of material for sight-reading all through the book.

Thus, this new Latin Reader meets the most exacting requirements for Second Year pupils, whether they be poorly or well prepared by the previous year's work. It sets a high standard and is bound to stimulate both teacher and pupil to do the same sort of conscientious and scholarly work that characterizes the volume throughout.

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### THE AMERICAN CLASSICAL LEAGUE

At the annual meeting of the National Educational Association, held in Milwaukee, in July last, a Classical Conference was held, at which various papers were read. The programme of this Conference, which I was sure I had among my papers, is, at this writing, unfortunately missing. Good as the papers were, I am sure, however, that it will be agreed that more important than the papers was the organization of the American Classical League, which was effected at the Conference, on the afternoon of July 3. A pamphlet has recently been issued, giving the minutes of a meeting of the Temporary Executive Committee, held in the morning of July 3, the Minutes of the Business Meeting of the National Classical Conference, at which the organization of the League was effected, the Minutes of the First Meeting of the Council of the American Classical League, and, lastly, the Council of the League for 1919-1920. Copies of this document can be obtained from Professor Andrew F. West, Princeton, New Jersey, who is President of the League.

Since the organization of the League is a matter of prime importance and interest, a brief summary of this document is presented here. At the meeting of the Temporary Executive Committee four members of the Committee were present: Messrs. West and Carr, the Misses MacVay and Sabin. The following persons, too, were present, by courteous invitation of the Committee: R. C. Flickinger, D. E. Frank, G. E. Howes, C. Knapp, G. Laing, A. M. Rovelstad, B. L. Ullman. After considerable discussion, a tentative draft of a Constitution, based on the original draft issued by the Committee in November last, largely amended as the result of suggestions obtained by correspondence, was still further amended, and finally adopted by unanimous vote. At the business meeting of the Classical Conference, this Constitution was unanimously adopted and thereby became the fundamental law of the American Classical League, follows:

### CONSTITUTION OF THE AMERICAN CLASSICAL LEAGUE

#### ARTICLE I: *Object*

The object of the American Classical League is to improve and extend classical education in the United States, to supplement and reinforce other existing classical agencies and to advance the cause of liberal education.

#### ARTICLE II: *Officers and Council*

Section 1. The Officers shall be a President, a Vice-President and a Secretary-Treasurer. There shall also be a Council consisting of these officers *ex officio* and fifteen other members. These officers and members of the Council, except as provided for in Section 2 of this Article, shall be elected at each annual meeting by vote of the members present.

Section 2. Every association, national, regional, state and local, wholly or mainly devoted to the promotion of classical studies, and enrolling from two hundred to one thousand persons in its membership, shall have the right to appoint annually one representative on the Council with an additional representative for every five hundred members in excess of one thousand, it being understood that no association may have more than three representatives. The right to such representation shall be determined by the Council.

Section 3. The President, Vice-President and Secretary-Treasurer shall perform such duties as usually appertain to these offices.

Section 4. The Council shall carry into effect the policies and measures adopted by the League, shall make a written report at each meeting of the League, and shall have full power to act for the League in the interim between meetings of the League.

#### ARTICLE III: *Members*

Teachers of the classics and friends of classical education are eligible as members.

#### ARTICLE IV: *Meetings*

There shall be an annual meeting held at such place and time as the Council may determine, preferably in connection with the annual Convention of the National Education Association. Special meetings may be called by the Council.

#### ARTICLE V: *Amendments*

This Constitution may be amended by a two-thirds vote of members present at any annual meeting, provided written notice has been given to the Council at least three months before the annual meeting.

To facilitate the work of the League in its initial year, the following resolutions, prepared by Professor West, were unanimously adopted:

1. *Resolved*, That until otherwise ordered the Council shall have power to enroll members, determine the annual dues not to exceed twenty-five cents for members of classical associations recognized by the Council (these fees to be paid through the treasurer of these associations) and not more than one dollar for others; to prepare the By-Laws, to arrange for the expenses of conducting the work of the League, and to appoint such Committees as may be advisable.

2. *Resolved*, That the Council report on these matters to the League at the next annual meeting.

The following resolution, presented by Professor Pharr, was unanimously adopted:

*Resolved*, That the Council for 1919-1920 consist of  
1. The President, Vice-President, Secretary-Treasurer.  
2. One representative each appointed by the American Philological Association, Classical Association of New England, Classical Association of the Atlantic States, Greater Boston Classical Club, New York (City) Classical Club, and Representatives appointed by the Classical Association of the Middle West and South.  
3. And the following persons, hereby declared elected: W. L. Carr, Chicago, Illinois; Anna P. MacVay, New York City; Clifford H. Moore, Cambridge, Massa-